# Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Due: 28/5/12 DHS

# Stage 1 Child Studies

**ASSESSMENT 3 – PRACTICAL ACTIVITY**

**Healthy Food**

**Learning Outcomes**

Apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years

Develop and implement management skills in an individual or a collaborative context to support the health and well-being of children

Make and justify decisions about issues related to child development

Work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes

Reflect on the impact of technology on the health and wellbeing of children

Childhood obesity is a major problem in Australia. Educating parents and children about appropriate serving sizes and combination of foods is a positive step towards combating this problem. This assessment is designed for this purpose.

**Description of assessment**

* **Working in pairs**, students **design a healthy menu for one day** that is suitable for a child 4-7 and will not contribute to obesity.
* **Use Food Choices dietary analysis** software to check the suitability of their chosen menu. Adjust where necessary to make sure the menu complies with the child’s nutritional requirements before deciding on the final menu. Present the menu using technology – i.e. can be multi-modal (power point/ movie etc) or a published menu with illustrations.
* Prepare and **cook the main meal** from your chosen menu.
* Reflect on the practical, including the use of technology.

1. **Action plan – INDIVIDUAL (400 words)**

* outline the issues that influence the choice of healthy food for children, including special dietary requirements
* decide on a nutritionally balanced menu to suit a child of 4-7 yrs for one day, including one hot meal.
* Put the menu into food choices, then alter if necessary.
* Justify the menu choices based on the nutritional value
* Write a plan of how you will implement the practical requirements.

When **planning a healthy day’s menu** you need to consider:

* The Australian dietary guidelines, including appropriate serving sizes
* Dietary analysis using food choices
* Suitability of food for children
* development and implementation of safe management practices.
* selection and use of appropriate technology for practical activities.
* application of knowledge and practical skills.

1. **Practical Assessment (Week 16)**

a) Prepare one cooked meal from the chosen menu

b) Present chosen menu in published or multi-modal form showing healthy food for one day for one child which includes:

* Breakfast, lunch, dinner and all snacks and drinks
* Label the menu items clearly using the nutrition information from food choices.
* *Food orders due double lesson week 15*
* *Practical Assessment double lesson Week 16*

**Evaluation – INDIVIDUAL (400 words)**

* reflect on your performance in relation to the processes and outcomes of practical activities, i.e. consider the decision making processes, your management processes and the final result.
* consider possible improvements you could make? What would they be?
* Reflect on the impact of technology on the health and wellbeing of children, eg. Food Choices program to devise a suitable menu; use of the internet to inform and educate on nutrition; use of computers to present information in an attractive and accessible format. (movies, power point etc)

**Assessment Conditions**

The action plan and evaluation may be presented in written, oral, or multimodal form. **Each** piece of writing (ie. action plan **and** evaluation) should be a **maximum of 400 words** if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Practical Activity: meal is to be prepared and served in week 16: See below for details

Performance Standards for Stage 1 Child Studies

**Problem Solving - the specific features are as follows**:

P1 Identification and discussion of factors involved in problem-solving

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. |

P3 Justification of decisions about problem-solving and implementation strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. |

**Practical Application - the specific features are as follows:**

PA1 Development and implementation of safe management practices.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | | **C** | **D** | **E** |
| Astute use of initiative in the development and implementation of safe management practices. | | Thoughtful development and implementation of safe management practices. | Competent development and implementation of safe management practices. | Some development and implementation of basic safe management practices. | Attempted development or implementation of basic safe management practices. |

PA2 Selection and use of appropriate technology for practical activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Logical selection and use of appropriate technology for practical activities. | Mostly logical selection and use of appropriate technology for practical activities. | Appropriate selection and use of technology for practical activities | Identification and some use of technology for practical activities | Limited use of technology in practical activities. |

PA3 Application of knowledge and practical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Constructive and sustained application of knowledge and practical skills. | Logical and well-considered application of knowledge and practical skills. | Considered application of knowledge and practical skills. | Some application of basic knowledge and practical skills | Limited application of basic knowledge or practical skills. |

Reflection - the specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. |

R2 Reflection on the impact of technology on the health and wellbeing of children.

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| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute reflection on the impact of technology on the health and well-being of children. | Well-informed reflection on the impact of technology on the health and well-being of children | Informed reflection on the impact of technology on the health and well-being of children. | Some superficial reflection on the impact of technology on the health or well-being of children. | Identification of one or more impacts of technology on the health or well-being of children |

ASSESSMENT CALENDAR

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| --- | --- |
| **Task 3 – Healthy Food**  **Week 13 – 30/5/12** | **Introduction to task 4:- Australian Dietary guidelines for children and adolescents**  **Double: Cooking Recipes for kids – teacher supplied recipes** |
| **Task 3 – Healthy Food**  **Week 14 - 7/5/12** | **Introduction to Food Choices**  **Double: Formative Practical – cooking – teacher supplied recipes** |
| **Task 3 – Healthy Food**  **Week 15 – 14/5/12** | Action plan: menu planning, food choices  **Double: Food Orders , food choices, menu planning** |
| **Task 3– Healthy Food**  **Week 16 – 21/5/12** | **Line 4: Wednesday Double: Assessment Prac – Thursday Evaluation**  **Line 2: Thursday Double: Assessment Prac: - Friday - Evaluation** |